
	Pendlebury Centre www.PendleburyCentre.org.uk		
Policy Title:	Policy for the Education of Sick Children		
Last Reviewed & Updated:	June 2019	Due for Review:	July 2021

POLICY

FOR THE

EDUCATION

OF

SICK

CHILDREN

JUNE 2019

POLICY FOR THE EDUCATION OF SICK CHILDREN

We recommend that this policy is read in conjunction with the guidance, 'Ensuring a good education for children who cannot attend school because of health needs'. Statutory guidance for local authorities, January 2013 which guides our development and current offer.

STATUTORY DUTY

Key points

Local authorities must:

Arrange suitable full-time education (or as much education as the child's health condition allows) for children of compulsory school age who, because of illness, would otherwise not receive suitable education.

Local authorities should:

Provide such education as soon as it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative. They should liaise with appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the child.

Ensure that the education children receive is of good quality, as defined in the statutory guidance *Alternative Provision* (2013), allows them to take appropriate qualifications, prevents them from slipping behind their peers in school and allows them to reintegrate successfully back into school as soon as possible.

Address the needs of individual children in arranging provision. 'Hard and fast' rules are inappropriate: they may limit the offer of education to children with a given condition and prevent their access to the right level of educational support which they are well enough to receive. Strict rules that limit the offer of education a child receives may also breach statutory requirements.

Local authorities should not:

Have processes or policies in place which prevent a child from getting the right type of provision and a good education.

Withhold or reduce the provision, or type of provision, for a child because of how much it will cost (meeting the child's needs and providing a good education must be the determining factors).

Have policies based upon the percentage of time a child is able to attend school rather than whether the child is receiving a suitable education during that attendance.

Have lists of health conditions which dictate whether or not they will arrange education for children or inflexible policies which result in children going without suitable full-time education (or as much education as their health condition allows them to participate in).

SCOPE

This guidance covers the education of pupils who are unable to attend normal full-time schooling for medical reasons, who:

- Are physically ill:
- Are injured; or,
- Have mental health difficulties

It takes account of advice and reflects good practice contained in the following DfE guidance documents:

- 'Ensuring a good education for children who cannot attend school because of health needs'. Statutory guidance for local authorities. January 2013. (Replaces Access To Education, For Children And Young People With Medical Needs. November 2001.)
- Promoting Children's Mental Health within Early Years and School Settings. June 2001.
- Standard 9 & Disability Act 2004

CONTEXT

“An **educationally inclusive** school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils’ varied life experiences and needs.

The most effective schools do not take educational inclusion for granted. They constantly monitor and evaluate the progress each pupil makes. They identify any pupils who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. They take practical steps – in the classroom and beyond – to meet pupils’ needs effectively and they promote tolerance and understanding in a diverse society.

AIMS

Stockport Services for People through its promotion of social inclusion aims to:

- Ensure that sick children access a broad and balanced education suitable to their medical needs;
- Ensure a supported reintegration to full-time education wherever possible and at the earliest opportunity commensurate with their medical progress;
- Minimise the potential underachievement that could result from being out of school ; and,
- Maximise the potential for successful transition form statutory education into further education and employment.

EXPECTATIONS OF SERVICES TO YOUNG PEOPLE

Role and responsibilities of the local authority

1. LAs are responsible for arranging suitable full-time education for children of compulsory school age who, because of illness, would not receive suitable education without such provision. This applies whether or not the child is on the roll of a school and whatever the type of school they attend. It applies to children who are pupils in Academies, Free Schools, special schools and independent schools as well as those in maintained schools.

2. The law does not define full-time education but children with health needs should have provision which is equivalent to the education they would receive in school. If they receive one-to-one tuition, for example, the hours of face-to-face provision could be fewer as the provision is more concentrated.

3. Where full-time education would not be in the best interests of a particular child because of reasons relating to their physical or mental health, LAs should provide part-time education on a basis they consider to be in the child's best interests. Full and part-time education should still aim to achieve good academic attainment particularly in English, Maths and Science.

4. The LA should:

- Have a named officer responsible for the education of children with additional health needs, and parents should know who that person is.
- Have a written, publicly accessible policy statement on their arrangements to comply with their legal duty towards children with additional health needs. The policy should make links with related services in the area - for example, Special Educational Needs and Disability Services (SEND), Healthy Young Minds (HYMS), Education Welfare/Attendance Improvement Services, educational psychologists, and, where relevant, school nurses.
- Review the provision offered regularly to ensure that it continues to be appropriate for the child and that it is providing suitable education.
- Have clear policies on the provision of education for children and young people under and over compulsory school age.

In the furtherance of these aims the Authority has the following specific objectives:

- To provide high quality education to pupils within 15 days of being out of school
 - of 5 hours per week, and
 - up to, wherever possible, the maximum amount of education deemed beneficial in accordance with medical advice;
- to facilitate links between school and other agencies including, where relevant, the post 16 sector;

- to ensure provision is planned for pupils with known and recurring illnesses to ensure continuity of education from the earliest possible date
- to work in close partnership with parents and engage pupils in making decisions and exercising choice

EXPECTATIONS OF SCHOOLS

Schools have a policy and procedures (see model school policy) for dealing with pupils who are unable to attend school because of medical needs. These should be freely available to parents. The procedures should include arrangements to:

- Designate a named person responsible for sick children;
- Supply the appropriate education provider with information about a pupil's capabilities, educational progress, and programmes of work together with appropriate resources.
- Be active in monitoring progress and in supporting the pupil's reintegration into school, liaising with other agencies, as necessary.
- Ensure that pupils who are unable to attend school are kept informed about school social events, and are able to participate, where appropriate, in activities such as homework clubs, study support and other activities.
- Encourage and facilitate liaison with peers, for example, through visits and videos / e-mails / cards.

PARENTS AND PUPILS

Parents play a pivotal role in the support and management of their child's condition. They are key partners in the education process for sick children and should be actively engaged at all stages of involvement with education services provided for sick children. Parents can

- Provide information on their child's
- interests and motivations
- educational achievement and any special educational needs
- physical emotional and psychological progress
- activities which should be avoided
- support learning activities by acting as co-educators
- assist liaison with the home school
- be positively involved once their child returns to school

- ensure they work in partnership with the Education of Sick Children lead to facilitate an effective teaching programme.

Local authorities should be aware that under the Education (Pupil Registration) England Regulations 2006⁸, a school can only remove a pupil who is unable to attend school because of additional health needs where:

- a) the pupil has been certified by the school medical officer as unlikely to be in a fit state of health to attend school, before ceasing to be of compulsory school age, and;
- b) neither the pupil nor their parent has indicated to the school the intention to continue to attend the school, after ceasing to be of compulsory school age.

A child unable to attend school because of health needs must not, therefore, be removed from the school register without parental consent and certification from the school medical officer, even if the LA has become responsible for the child's education. Continuity is important for children and knowing that they can return to their familiar surroundings and school friends can help their recovery and their educational progress.

For further details see the DfE website for parents in the contact section below.

Parental information about the education provided for sick children in Stockport can be accessed through the providing services. Summary details are also contained in the Authority's publications Primary Education in Stockport: information for Parents and Secondary Education in Stockport: Information for parents, which are issued to all parents as part of the school admission process and are updated annually.

Pupils are also encouraged through initial assessment and reviews to be involved in making decisions which affect them, commensurate with their age and level of understanding.

Details related to this are contained in the Education of Sick Children / Teaching Agreement.

EDUCATION SERVICES

The following services play an important role in delivering education to meet the needs of sick pupils who are of statutory school age. Of key importance among them is the Education of Sick Children which operates as part of the Pendlebury Centre Pupil Referral Unit. (see Case Study examples and Flowchart in the Annexes)

THE PENDLEBURY CENTRE PUPIL REFERRAL UNIT

The Pendlebury Centre has several main components:

- The Pendlebury Centre Unit – which provides small group teaching for emotionally vulnerable and anxious secondary age pupils
- The Education of Sick Children Service – providing home teaching to primary and secondary age pupils who cannot attend school for medical and mental health reasons. In exceptional cases, education may be provided at The Tree House, Stepping Hill Hospital.
- Cedars is a small satellite provision based within Pendlebury Pupil Referral Unit for students attending a Stockport secondary mainstream school and experiencing significant mental health problems.
- Secondary Jigsaw is a multi agency mental health team which provides support and training for schools and families.

KEY SERVICE

As the main provider of education for sick children of statutory school age it is the responsibility of the Education of Sick Children to:-

- Liaise with the home school where pupils with medical problems are admitted to hospital are highlighted by the medical staff
- Provide referral forms and information about the service to schools and checklists to help school monitor support to be provided
- Provide information to parents about the service
- Assess and provide teaching support if necessary and if appropriate within 10 working days of receiving a referral
- Liaise with schools and ask for appropriate curriculum work to be provided
- Arrange for the collection and return of work
- Help the pupil to maintain contact with his/her school and peer group through liaison with named contacts
- Organise and attend reviews on a 6-8 week basis
- Keep the home school informed of any problem areas, e.g. medical, safeguarding, academic or pastoral
- Recommend referrals to other agencies as necessary
- Liaise with schools and help organise the reintegration process
- Monitor the success of the service through liaison with parents/carers after the reintegration process has been completed
- Liaise with post 16 education providers

CRITERIA FOR SUPPORT

For hospital teaching, the pupil must be:

- A ward patient at the Tree House Children's Centre for a period extending over 10 school days (Term-time only).

For home teaching:

- A Consultant Paediatrician or Consultant Psychiatrist / Psychologist must confirm that the pupil is likely to be **absent** from school for a period of not less than 3 weeks. A letter confirming this must be obtained before home teaching can be organised. An expected **exit date** is required on referral

REFERRAL ARRANGMENTS FOR HOME TEACHING

Referrals can be made:

- Through hospital-based teachers on official documentation supported by medical staff. These are often preceded by informal discussion.
- In writing directly by a consultant (referral from other medical practitioners may be considered in certain circumstances).
- By Headteachers, School Nurses, School Age Plus Workers using Education of Sick Children referral forms. These are often preceded by informal discussion and require medical evidence to support the referral. (See above).

All referrals are acknowledged within 5 working days and teaching support is usually in place within 10 working days of receipt of referral. All pupils remain on the roll of their home school.

TEACHING

All teaching takes place during school hours and term times. (See Table of Provision in the Annexes.)

ON THE WARD:

- Teaching is organised by Education of Sick Children Service when pupils/students are admitted to the ward at Stepping Hill Hospital for more than 5 school days, according to the needs of the pupil and the demands on the service.
- If pupils/students are admitted to another hospital their hospital teaching service are responsible for providing their education.
- Pupils work individually.

AT HOME:

- Teaching provided by a small team of teachers and is co-ordinated by Education Support Officer for Sick Children.
- Pupils are taught on a sessional basis, usually lasting between one to one and a half hours depending upon the needs of the pupil.
- Pupils work individually and are expected to continue the work being undertaken at their home schools and to explore their own interests. Pupils are also encouraged to work independently at their own level and pace.

Specialist teaching support is arranged wherever possible and especially at GCSE level, through the small team of teaching staff.

The Education Support Worker visits all homes to confirm suitability for the provision of home-based teaching and to gain parent/carer's cooperation. Teaching time is provided either by the tutors at the hospital or in the home depending upon the needs of the pupil and the demands on the service.

ACCOUNTABILITY

Stockport Services for People has established systems for internal monitoring and evaluation. These ensure that its services for sick children:

- Meet the needs of pupils
- Are delivered cost effectively
- Meet the requirements of Section 19 of the Education Act 1996, 'Ensuring a Good education for children who cannot attend school because of health needs' January 2013

Services are inspected through the LA OfSTED inspection process and the OfSTED inspection of the Pendlebury Centre PRU.

ANNEXES

ANNEX 1: STATUTORY GUIDANCE FOR LOCAL AUTHORITIES

ANNEX 2: CONTACTS

ANNEX 3: EDUCATION PROVISION

ANNEX 4: FLOWCHART OF EDUCATIONAL SERVICES

ANNEX 5: MODEL SCHOOL POLICY

ANNEX 1: STATUTORY GUIDANCE FOR LOCAL AUTHORITIES



STATUTORY
GUIDANCE FOR LOCAL

'Ensuring a good education for children who cannot attend school because of health needs'

Double click on above file to open



ANNEX 2: CONTACTS Stockport Contacts

The Pendlebury Centre PRU

- Janice Cahill
Headteacher, The Pendlebury Centre
Tel: 0161 428 9305
Email: Headteacher@pendlebury.stockport.sch.uk
- Sue Miller
Education of Sick Children
Tel: 0161 428 9305
E mail: sue.miller@pendlebury.stockport.sch.uk

Behaviour Support Service

- Jeanette Braithwaite
Headteacher, Behaviour Support Service
Tel: 0161 437 4956

Healthy Young Minds Stockport (HYMS)

- Tel: 0161 7165868

Epilepsy Nurse

- Tel: 0161 419 2125

Paediatric Liaison Health Visitor

- Liaise with school nurses from hospital base
Tel: 0161 419 2122

School Nurses

- Tel: 0161 426 9305

Autism Team

- Cheryl Knupfer
Tel: 0161 474 2553
E mail: Cheryl.knupfer@stockport.gov.uk



**SEND Information Advice and Support Services
KIDS-delivering independent support**

- Tel: 0161 480 3189
Email: stockport@kids.org.uk

St Mary's Sexual Assault Counselling Centre

Hathersage Road
Manchester
M13 0JH

Tel: 0161 276 6515
Fax: 0161 276 6028
Email: stmary's.sarc@cmft.nhs.uk
Website www.stmaryscentre.org

Stockport ME Group

Tel: 0845 5194116

Neighbouring LEA Home Teaching Services Contacts

Cheshire East

Tel: 01270375211

Derbyshire

01773 570939

Manchester

- Hospital Schools and Home Teaching
Tel: 0161 701 0684
head@hospitalschool.manchester.sch.uk

Incorporates

- Royal Manchester Children's Hospital
- Christie Hospital
- Wythenshawe Hospital
- Leo Kelly Centre

Salford

- Royal Children's Hospital
Tel: 0161 794 1151
Fax: 0161 922 2534
Email: Barbara.smyth@salford.gov.uk

Tameside

- Tel: 0161 331 6772
Fax: 0161 342 3250

National Contacts

- **DFE**
Internet site for parents on a wide range of subjects including how ICT can benefit their child's education:
Website: www.dfes.gov.uk/parents
 - **BEAT Eating Disorders Helpline**
Tel: 0845 6347650
Website: www.b-eat.co.uk
 - **MIND**
Tel: 0208 519 2122
Website: www.mind.org.uk
 - **National Self harm Network**
0800 622 6000
Website: www.nshn.co.uk
 - **National Association for the Education of Sick children (NAESC)**
Tel: 0238 0721206
Email: naesc@edsick.demon.co.uk
- Action for ME**
Tel: 0845 123 2380 (lo-call)
0117 927 9551
Website actionforme.org.uk
- **British Association of Brain Injury Case Managers**
Tel: 07002 222 426
secretary@babicm.org



Annex 3: Education Provision

	Stockport Pupils	OLA Pupils	Stockport Pupils in Independent Schools	Stockport Pupils in OLA Schools with Sixth form	Non Stockport Pupils in OLA Schools with Sixth Form
Nursery age children	No education. Supported by play workers in Treehouse No provision at home	No education. Supported by play workers in Treehouse N/A	No education. Supported by play workers in Treehouse. No provision at home	N/A	N/A
Children reception to 16 th birthday	✓ Provision at home	✓ N/A	✓	N/A	N/A
Pupils from 16 th birthday until school leaving date year 11 ^h	✓	X	X	N/A	N/A
Pupils post 16	If in a Stockport LEA school i.e. Heaton School	X ³	X ²	X	X ⁴

² **For pupils post 16 with SLD** – Stockport provides for education for pupils with severe learning difficulties at Heaton School and although technically such students should be on adult wards, the consultant with lead responsibility for disabilities presses for them to be in the Tree House where they can access education.

³ **Stockport Students in post 16 students in colleges or** in sixth forms outside the LA are not the LA's responsibility.

⁴ There is very occasionally an issue when OLA pupils **from a school are in the Treehouse** but as this would be exceptional and would be a matter for negotiation between the LAs



Annex 4: Flowchart of Educational Services Available for Sick Children

Issue	Referral Procedure	Client Group	SEN Code of Practice	Support Service
*Medically unfit to attend school for 3 weeks – education at home.	*Complete referral form *Referral by consultants/ Doctors	Students 4-16 years in the home and Hospital	No stage identified. Long-term illness requiring support. School Action	Home and Hospital Teaching Provision. *Teaching provided in the Home. *Reintegration support in exceptional circumstances
*Self-harm *Mental Health Problems *Behavioural Difficulties *Bereavement *School phobia *Eating Disorders *Compulsive Obsessive Disorders	*Secondary age- Referral to SPI panel			HYMS provision
*Anxiety/separation difficulties *Emotional difficulties *Bereavement	Via BSS named teacher in school Via SPI Panel Referral Form with EP Endorsement	Primary age Secondary age		Behaviour Support Services (BSS) Pendlebury Centre

Annex 5: A Model School policy Document For Sick Children

.School

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Every child should have the best possible start in life through a high quality education, which allows them to achieve their full potential. A child who has health needs should have the same opportunities as their peer group, including a broad and balanced curriculum. As far as possible, children with health needs and who are unable to attend school should receive the same range and quality of education as they would have experienced at their home school.

‘Ensuring a good education for children who cannot attend school because of health needs’
January 2013

Statement of Purpose

Our aims are to:

- identify, at the earliest possible stage, any pupil whose education may be disrupted because of illness;
- take steps to ensure that they continue to receive a high quality education; and
- contribute to this through the provision of a broad and balance curriculum suitable to the pupil's age and ability, tailored to take account of their medical condition.

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Partnership with Parents and Pupils

We believe parents have a vital role to play when their child is sick and that they can act as a valuable link between school and the support services (eg. Hospital teacher or home tutor).

Pupils also have the right to be involved as far as practicable in decisions which affect their education. We recognise that, especially for a pupil who has a serious illness:

- high self-esteem; confidence; support of school; contact with friends; and clear lines of communication with a trusted adult;
- actively assist the pupils to achieve their educational potential at a difficult time.

To promote this we will:

- encourage parents to be full partners and keep them informed about their child's educational programme and performance;
- ensure parents are fully involved in their child's reintegration to school;
- provide information for pupils and parents in a clear and understandable form;
- encourage the child to express their views and take these into account.

- ensure they work in partnership with the Education of Sick Children lead to facilitate an effective teaching programme.

Roles and Responsibilities

To help us to achieve our aims we:

1. Have a named person for sick children who is responsible for ensuring liaison with parents/carers and support agencies.
 - a. Currently this is.....(Name)

2. Mark the register for any pupil who is absent from school because of illness (m) and report to the School Age Plus Worker, any absence which is likely to be more than 15 school days due to illness.
 - a. For absences of less than 15 school days we will make arrangements with the parents for work to be collected and undertaken at home where this is compatible with the pupil's medical condition.

3. Mark and monitor long term absence through the register with a Z where the pupil is being taught by a support services for sick children (e.g. being taught at home by the Education of Sick Children Service), We will try to help pupils to keep up with their work, rather than having to catch up.
 - a. For absences longer than 15 school days we will ensure the appropriate support service is involved.
 - b. We will ensure that an Individual Education Plan & Home/School Agreement is agreed and put into action.
 - c. We will pay particular attention to pupils with chronic illness whose needs might not otherwise be evident.

4. Supply the Education of Sick Children Service (or other support service) with information about the pupil's capabilities, educational progress and programmes of work with resources, as appropriate.
 - a. Secondary schools in particular should also detail internal referral systems and procedures including relevant aspects of the management structure; staff responsibilities and liaison with SEN and pastoral staff.

5. Ensure that the pupil is kept informed about social and other events at school and encourage attendance at these where appropriate.
6. Help the pupil to keep in contact with school and peers through cards, letter and where appropriate, home visits.
7. Actively monitor the pupil's progress and help plan reintegration with parents and supporting agencies.
8. For some pupils this may take place over a long timescale and may involve part time attendance at school
9. Organise, as necessary, special arrangements for candidates working towards public examinations, giving at least 24 hours notice to support exam invigilation and providing exam papers
10. Organise and/or attend reviews of the pupil's progress.
11. In exceptional cases, consider the need for different long term education provision using the Authority's referral procedures as appropriate

Accountability

This policy statement will be reviewed annually and revised as necessary. We will use this review process as a look for improving our provision. To assist this process the School's Senior Management Team will monitor Termly and the Headteacher will report to the Governing Body on a Termly basis.

Date.....